

Reception Planning Term 2a – Our World

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. • Manage their own needs. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Listen to and talk about stories to build familiarity and understanding. • Engage in non-fiction books. • Learn rhymes, poems and songs. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Write some letters accurately. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Spell words by identifying the sounds and then writing the sound with letter/s. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<p>How</p> <ul style="list-style-type: none"> • Daily rules, reminders and discussions. • Visual planner for daily routines – children to manage. • Adults modelling and supporting play – focus on all children using all areas. • Magic Bag and Rhythm time. • Circle Time: Knowing and understanding myself and setting realistic goals. • Encourage children to use their friends and teacher’s names. • Smiley time – rewarding and consolidating rules and behaviour. • Continue to introduce – characteristics of effective learning characters – how do we learn? Snack and chat, topic, relate to independent activities. • Extra mile with other children and staff. • Our World – Discussion of respecting other families backgrounds and heritages. • PE/Get outdoor talking about healthy eating, not wasting food. • Local walk – being a safe pedestrian. 	<p>How</p> <ul style="list-style-type: none"> • Listening rules – continued and modelled. • Speaking rules – modelled and encouraged where possible. • Singing Time – weekly. • Adults - four comments and a question. • Snack and Chat – encourage children to engage, listen carefully and speak to a partner. Gain confidence at speaking in front of peers. Specific vocabulary see planning • No hands up – using lolly pop sticks • Attention and Listening interventions • Vocabulary interventions - Rhythm Time. • Academic vocabulary and Key topic words explained and modelled. • Speech and Language intervention. • EAL interventions and modelling. • Saying hello and goodbye with adults names. • NELI interventions. • Story interventions. • Morning questions. 	<p>How</p> <ul style="list-style-type: none"> • PE planning – Ball Skills. • Fine Motor groups/interventions see planning. • Dough disco and pen disco. • Independence with zipping own coat and shoes on correct feet. • Supporting children at lunch time to make choices with food, use manners and to use a knife, fork and spoon. • Outdoor provision – be aware of equipment, different weather surfaces, obstacles courses, climbing and safely jumping. • Performing on stage. • Gross motor interventions – outside planning. • Outdoor activity planning. • Small construction – fine motor. • Continuing writing, art and playdough areas for specific fine motor skills. • Carpet time posture and when at writing table. • Let’s get physical – Friday walk/exercise session. 	<p>How</p> <ul style="list-style-type: none"> • Daily Storytime -see planning. • SPAG – Capital letters and full stops. • Daily phonics sessions (Miskin scheme). • Phonics 1:1 sessions. • Daily Literacy/writing sessions. • Daily name writing for registration. Moving onto surnames where appropriate. Focus on letter formation. • Story baskets in story area and modelled in literacy time. • Book Talk sessions with Mrs Booth. Time to listen to a story, predict, discuss setting, author and illustrations. • Recognition of name when using lollypop sticks • Writing opportunities, including date, lists and letters, passports, tickets • Using sound mat in all writing areas. • Teacher’s names in writing area. • 7 Favourite stories (Rumble in Jungle, Little red riding hood). • Sound station focusing on initial sounds and reading section. • Fine motor interventions. • Story interventions.
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. • Recognise some similarities and differences between life in this country and life in other countries. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Develop storylines in their pretend play. • Create collaboratively sharing ideas, resources and skills. 	<p>Topic Home, city, Leeds, England, land, sea, globe, planet earth, weather – sunshine, cloudy, rain, snow, wind, autumn recycle, pollution, litter. United Kingdom, capital city, London, countries, mountains, rivers, lakes, desert, ocean, forests</p> <p>Key Questions Where do you live? How can we look after the world? Where would you like to visit?</p>
<p>How</p> <ul style="list-style-type: none"> • Daily routine using visual timetable. • Writing the day and month. • Numicon scheme activity cards 3-12. • Adult-led maths activities. • Independent activities. • Vocab in construction, water, sand 	<p>How</p> <ul style="list-style-type: none"> • Outdoor planning/ Friday walk talking about seasons • Continue to discuss welcome display – looking at where we come from. • Safari Sam animal visit. • Walk in local area. 	<p>How</p> <ul style="list-style-type: none"> • Painting area water colours and palettes for colour mixing. • Instruments and dance equipment on stage. • Singing time and rhythm time. • Mr Duffy music session. • Revise Noah’s Ark and rainbow colours. 	

<ul style="list-style-type: none">• Questions on displays.• Add to maths display - making numicon shapes with objects (RD 1- 10), RS – addition of two shapes.• Outdoor – Measuring each other, parking the bikes in number order, adult support for construction building different shapes and sizes.• Maths area – numicon shapes, numicon towers, repeating. pattern, pegs and numerals, subitising to 5, using ten frames.• Tidy up time – use of timer – discuss three/one minute timer.• Smiley face time – How many have you got, What is your total, How many altogether, refer to the numerals, lay smilies in numicon shape.• White Rose maths for greater depth.	<ul style="list-style-type: none">• Home Corner enhancement – food and resources from around the world.• Visit from Moni (Spanish speaker).• Map work – globe, giant world floor jigsaw.• Food tasting day.	<ul style="list-style-type: none">• Making rainmakers instruments.• Making buildings form around the world in construction.	
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